

# The Cycle of Discipline and Ministry

**St. Paul's Lutheran School**

**Orange, CA**

## **Discipline**

The Cycle of Discipline and Ministry is formulated in order to provide a guideline for the teacher and student in resolving differences that hinder learning in the classroom or hinders a safe environment on the St. Paul's campus. In conflict situations, persons involved should take steps to resolve the problem by following our Lord's direction as found in Matthew 18:15-17. This Biblical process is the foundation of working to build positive relationships through Collaborative Problem Solving (CPS).

This process appears in the following the first four steps of the CPS plan:

1. Teacher-Student
  - a. The teacher with the guidance of God's Word- accomplishes the enforcement of discipline. Our teachers take measures in the classroom to ensure that the atmosphere remains positive and educational. Ordinarily, a word of counsel from the teacher to the child is sufficient to correct the problem.
2. Teacher-Student-Parent
  - a. If the teacher cannot obtain acceptable conduct and cooperation from a student, the teacher will report such behavior to the parent of the student. The most important outgrowth of the discipline plan is the understanding that both the parent and the teacher have a mutual interest – the success of the child. An ongoing communication link between the parent and the teacher can help guide the student through a successful school year.
3. Teacher-Student-Parent-Guidance Counselor
  - a. If the problem continues and remains unresolved, the student is referred to the Assistant Principal-Student Services (Counselor). The APSS will gather information and will utilize CPS tools with the student, parents, and teacher to create strategies that will ensure the student's success. The result at this stage may result in logical consequences, including, some form of a further conference, apology, behavior contract, or referral to the Assistant Principal - Discipline.
4. Teacher-Student-Parent-Assistant Principal - Discipline
  - a. If the problem still continues and remains unresolved, the student is referred to the Assistant Principal - Discipline. While the priority is to provide guidance for the student so that he or she can return to the classroom and be successful, there may be natural consequences that include, but is not limited to, suspension, rectification of damages, of an alternative thereof.

At this point, the Assistant Principal will determine the next steps to work towards a resolution for the student and his or her family. [This process will follow the policies as stated in the Parent-Student Handbook.](#)



## The Panther Pact

Our goal at St. Paul's is to collaborate with families to encourage positive growth in the areas of behavior and academics. **Positive Behavior Intervention and Support (PBIS)** is a process for creating school environments that are more predictable and effective for achieving academic and social goals. The PBIS model is a research-based strategy that is supported by Orange County Department of Education and a nationally recognized model. The 3-tiered approach reduces problem behavior as a barrier to student achievement. We can accomplish this through our Panther Pact. **Code of Conduct should be signed by both parent and student.**

## HOW IS THIS APPLIED?

The classroom teacher must take on a language of "thinking words" instead of "fighting words". Discipline at St. Paul's will take on a "logical" path, bathed in love, versus a punitive path. It is crucial that the classroom teacher builds a positive relationship with his or her students and builds a classroom environment where students:

- Feel Secure/Safe
- Have a sense of Identity
- Feel they Belong
- Have a sense of Purpose
- Feel Competent

## THE PROCESS OF FORMAL REFERRALS

1. There are five choices for referring a student to administration.
  - a. Behavioral - Mr. Maxwell, Assistant Principal
  - b. Academic - Mrs. Fink, Assistant Principal
  - c. Social/Emotional - Mrs. Fink, Assistant Principal
  - d. Dress Code - Mr. Maxwell, Assistant Principal
  - e. Attendance - Mr. Maxwell, Assistant Principal
2. A student is only referred to an administrator when **all possible CPS solutions** have been exhausted. This includes:
  - a. Verbal Warnings
  - b. Seating Changes
  - c. Student Conferences
  - d. Loss of Privileges (Logical Consequences)
  - e. Parent Contacted/Conference
3. When referring a student, the faculty or staff member must complete a [Google Form](#) that has been made available on the Staff Portal. This Google Form is intended to be brief, but specific in order to notify the administrator and to equip him or her with enough information to be able to support the faculty or staff member and to provide appropriate guidance to the offending student. A student may not be seen until this form is complete.
  - a. *Full detail of the referral is to be completed via RenWeb by the Homeroom Instructor in order to have the full detail of the issue at hand. The administrator may add to the Homeroom Instructor's documentation.*



4. The Assistant Principal, Discipline, will determine next steps and provide appropriate communication to all parties that are involved in the issue at hand.
5. The Assistant Principal, Discipline, will, if necessary, refer the matter to the Principal. In only extreme cases, is a student directly referred to the Principal.
6. Recess Referrals - When incidents take place at recess, a referral is submitted to the Homeroom Teacher. It is then the responsibility of the Homeroom Teacher to process the referral appropriately. This includes communicating with the person submitting the referral. When submitted, the Homeroom Teacher and the person issuing the referral will receive notification via e-mail.
7. Attendance Referrals - When a student has reached an unacceptable amount of absences, a discipline referral should be submitted to the Assistant Principal, Discipline.
8. Tardy Referrals - When a student has reached an unacceptable amount of tardies, a discipline referral should be submitted to the Assistant Principal, Discipline.

## **POINTS TO CONSIDER**

- The classroom teacher is responsible for creating a classroom management plan that aligns with the “Cycle of Discipline and Ministry”.
- All discipline issues are documented using Google Docs and RenWeb. These docs are shared with the appropriate administrator as needed.
  - Forms to be used for documentation are stored in a Google Folder called “[Referral Processes 2018-19](#)” under the Root Folder “August Packet 2018-2019.” It is recommended that the instructor add this folder to his or her Drive and “star” the folder for ease of location. The following documents can be found in this folder or are embedded under the [Staff Portal](#):
    - Discipline/Academic/Social-Emotional Referral Form - A Referral form to be used by the instructor when referring a student to administration. This form is embedded on the [Staff Portal](#).
    - Recess Referral Form - This form is embedded on the [Staff Portal](#) and is used by Faculty and/or Staff to refer a student to the Homeroom Teacher for incidents during recess. When the user submits this form, the appropriate Homeroom Teacher is automatically notified by e-mail and the user receives a copy of the referral via his or her e-mail.
    - Levels of Discipline for RenWeb - This document will provide a guide for the instructor as he or she completes documentation on RenWeb for the purposes of discipline.
    - Student Documentation - Class - This form may be used by the instructor who desires a tool to track student behavior in the classroom.
  - Instructors should use [RenWeb’s Tutorial](#) for adding a Behavior Event. Remember, we do not use Merits or Demerits.

## **OTHER NOTES**

### Tardiness (General)

Timely arrival at school is essential if a student is to make use of the educational opportunities the school offers. Being on time develops dependability and responsibility. Furthermore, timely arrival



is required by California Ed. Code. A student's tardiness disrupts the teachers' routines and also impacts the learning opportunities of other students in the class.

Pupils in grades K through 4 are tardy if they are not in their classroom when the last bell for the beginning of class rings at 8:15 a.m. Pupils in grades 5 through 8 are tardy if they are not seated and prepared for class when the bell rings at 7:55 a.m. or at the beginning of each class period.

When students arrive late, but before the gates close, they may go directly to class where the teachers will record their late arrival. If they arrive after the gates close and come through the office, office staff will record their late arrival and give them a pass to class. Examples of excused tardies include medical appointments, dental appointments, and approved educational service appointments. Arriving later due to traffic is not a reason for a tardy excuse. Students are expected to make up any work missed while away from school. The office staff will keep a record of all tardiness.

### **K-5 Tardiness Policy**

Attendance is taken at the start of each day.

- 3 Unexcused Tardies - A Warning Letter is sent home to notify parents that the situation must be rectified.
- 5 Unexcused Tardies - A letter is sent home notifying parents that the situation must be rectified and a \$20 fine is assessed.
- 8+ Unexcused Tardies - A letter is sent home notifying parents that the situation must be rectified and a \$40 fine is assessed. An additional \$20 fine may be assessed for each unexcused tardy beyond 8.
- Extreme tardiness, as determined by school administration, may result in formal meetings, additional fines, or dismissal from St. Paul's.

### **6-8 Tardiness Policy**

Attendance is taken at the start of each period. (Middle School operates under a Block Schedule and consists of 5-6 periods per day including Homeroom and Electives)

- 3 Unexcused Tardies - A Warning Letter is sent home to notify parents that the situation must be rectified.
- 5 Unexcused Tardies - A letter is sent home notifying parents that the situation must be rectified and a \$20 fine is assessed.
- 8+ Unexcused Tardies - A letter is sent home notifying parents that the situation must be rectified and a \$40 fine is assessed. An additional \$20 fine may be assessed for each unexcused tardy beyond 8. The student is referred to the Assistant Principal, Discipline.
- Extreme tardiness, as determined by school administration, may result in formal meetings, additional fines, or dismissal from St. Paul's.
- Tardies accumulate per quarter; at the beginning of each new quarter the count of tardies is reset to zero for each student.

**Attendance** at St. Paul's school is one of the most significant aspects of academic success. Attendance matters are reviewed by school administration on an ongoing basis. Frequent absences for vacations or special interests disrupt the child of the benefit of the classroom experience (e.g., class discussions, lectures, projects, field trips) and instruction and foster poor habits for the future.



Excessive absences, as determined by school administration, may result in formal meetings to determine the underlying cause of the absences. St. Paul's considers absences of 20 days per academic year to be excessive and may result in dismissal from St. Paul's. **The office will refer the student to the Assistant Principal, Discipline, and inform the Assistant Principal, Student Support, when he or she is approaching an excessive number of absences.**

### **Dress Code Process**

- When a student is out of dress code, they are entered into the Cycle of Discipline and Ministry. The same processes that are used for behavior, etc. are applied to Dress Code violations. Students should not be sent to the school office for minor or first-time dress code violations. The Homeroom Teacher is responsible for the proper adherence to the dress code for his or her students, however, all instructors are responsible for supporting the dress code by enforcing. When documenting dress code violations in RenWeb, it is important to notify the Homeroom Teacher.

